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lonely
because
they build

INDEPENDENT

Smile and the world
will be yours.
Don't and you may
never know.

VOL. X Number 1

NEWARK STATE COLLEGE, UNION, NEW JERSEY

Sept. 9, 1969

Freshman Orientation: People, Name Groups Picnic Greet 1,128

Members of the Class of '73 were officially welcomed to Newark State yesterday at the first session of a three day orientation program.

Speaking to the 1128 new members of the college community were Dr. Nathan Weiss, acting president of the college and Dr. Herbert Samenfeld, Dean of Students and Dean Alton O'Brien. Welcomes were also extended by William Loehning, President of the Student Organization and Paul Matos, Student Organization Vice President and pro-tem President of the Class of '73.

Robert Reid, Director of the SCATE tutorial program gave the

freshmen a brief explanation of the group's vital function which was followed by the introduction of the Student Organization's Executive Board, Kevin Alton and Susan Stein, editors-in-chief of the INDEPENDENT and Glenn Lewis, editor-in-chief of MEMORABILIA, the college yearbook.

After the Assembly program, the freshmen moved from the Theater of the Performing Arts for a tour of the campus, a library orientation and an informal coffee hour.

A picnic box lunch preceded the student-faculty group discussions where the freshmen were acquainted with campus life

and problems by selected campus leaders.

Today's program includes the introduction of the Student Personnel and Student Activities directors and a coffee hour in the Snack Bar where the various student groups will have booths to acquaint the freshmen with the opportunities open to them. Also available today will be a counseling service for Veterans in the College Center's Little Gallery.

Highlight of today's program is a picnic on the Hex Room Green and an appearance by the "Rotary Connection," a "heavy" rock group followed by the screening of a Buster Keating movie.

The program for Wednesday will see the arrival of 400 transfer students to Newark State, the majority of whom are among the first graduates of New Jersey's community colleges. They will follow a program similar to that of the freshman class including addresses from administrators and student leaders. An Activity Coffee hour for transfer students will be held in the Snack Bar while selected freshmen will take

(Continued on Page 3)

"About Time" Program Ends Second Summer

by Dianne Arminco

The Exceptional Education Opportunity Program, subtitled "About Time" completed its second summer on August 8th at NSC. Under the directorship of Mr. Wilbur F. Roberts, 120 black and white students were enrolled in the program. This enrollment was an increase over the previous summer when 46 students entered Newark State as freshmen under the auspices of the EEO program.

According to Mr. Roberts, the student population entering the program had been scholastically undereducated or were financially disadvantaged. However, educational disadvantages were the main criterion for acceptance into the program. Students were accepted after "in depth interviews" were arranged with the director. As Mr. Roberts explained, "during these face to face interviews, we found out why the applicant wished to go to college. The students admitted all have the inner commitment — they all want to be here."

Since many of the freshmen enrolled in the EEO program came to NSC with deficiencies in Math, science and english, non-credit preparatory courses were set-up to alleviate this problem. A math course, Elementary Numbers System, a Developmental Writing Course, and Biology were offered. A one credit course was offered in Health Education.

In addition to the basic classes, a new course, English 101, was initiated this summer. Mr. Roberts expressed his approval when he stated that he hoped the new courses, innovated this year, would set a precedent of future such course in various subjects. "In this course, approximately 300 students who did not need the Developmental Writing Course

went right into a credit English course," Mr. Roberts stated.

The fundamental aims of the program are to provide individual attention, group counseling, academic advancement, aid in

(Continued on Page 2)

Rationale of Parking Area Construction Explained

Knowing that "the parking problem would be infinitely worse next year", Dr. Nathan Weiss, acting president, gave the go-ahead for reconstruction of the campus parking areas this summer.

Although aware at the outset of the construction period that the parking area reconstruction might create traffic problems in September, Dr. Weiss, called the decision a "calculated risk" and

emphasized that it was not an administrative blunder.

Original specifications for the re-alignment and overhaul of the campus situation called for all work to be completed by the end of the summer.

However, Dr. Weiss explained that due to heavy rains and construction backlog, the work will not be completed until probably the end of September.

In reaching the decision to do



Dr. Nathan Weiss, Acting President

Nathan Weiss Chosen Interim President

"If I didn't think Newark State had a great future, I wouldn't have taken this job," stated Dr. Nathan Weiss, newly appointed acting president of Newark State, in an interview with the INDEPENDENT in August.

Dr. Weiss was named acting college President at Convocation exercises in June.

Dr. Weiss will hold this post until the trustees appoint a

permanent replacement for Dr. Eugene Wilkins, who resigned as President last spring. It is expected that Dr. Weiss will hold the position of acting president for approximately one year.

During this time, an All-College committee, named to recommend a new president, will interview candidates for the position. The committee then will present its findings and choice to the Board of Trustees and to the state for final approval.

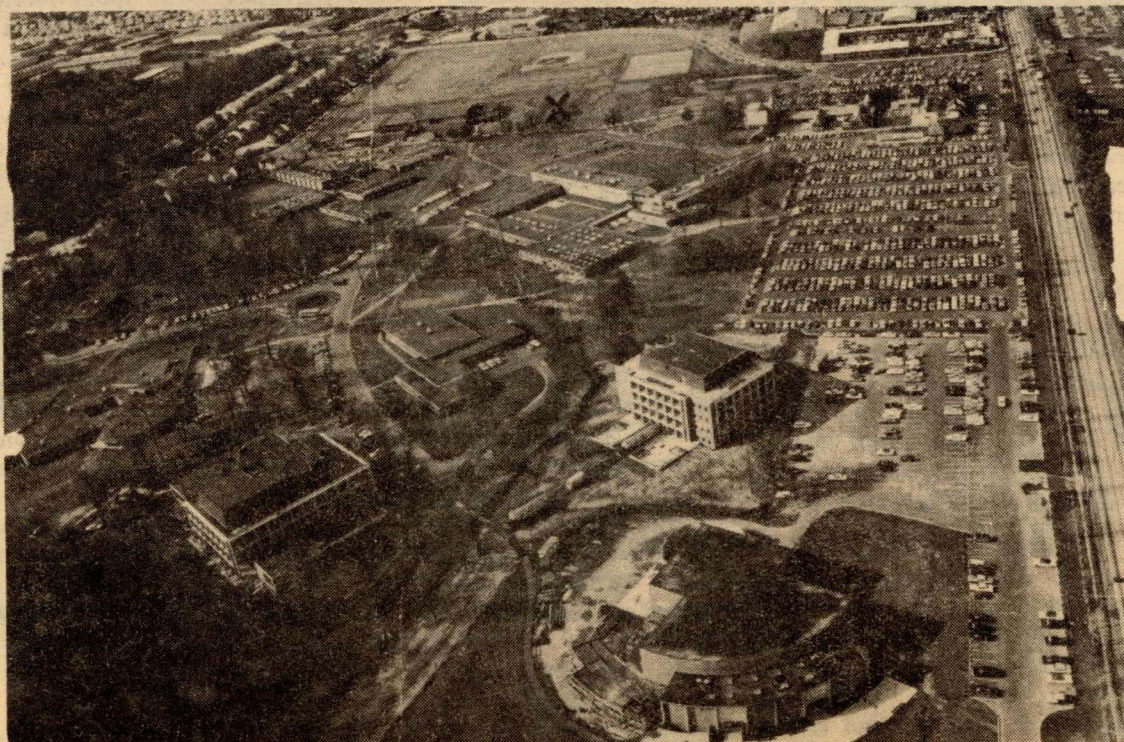
However, the Acting President does not think he will be hindered by his short term; "I'm not a seat warmer," stated Dr. Weiss, while noting that he "intends to do everything that has to be done."

Dr. Weiss, seeks to improve and diversify the existing Newark State College image. This he feels includes a broadening of the college facilities and programs to allow NSC to accommodate itself as a multi-purpose institution, and the necessity of revitalization of existing teacher-training programs here. For example, he feels that Newark State teacher-training programs should deal much more adequately with "city teaching" and the teaching of minority groups.

Dr. Weiss also sees the need for this college to effect clarifying rules for its own governance. He favors a "code of behavior" drawn up by students and faculty, such as the Draft Statement on Student Rights, which was passed by the Faculty Senate last spring. However, the same policy proposal was still under discussion by the Student Council in May.

The acting president also notes a need for the college to take steps toward helping students to get settled in off-campus housing. Because of the limited dormitory space and increasing enrollment, Dr. Weiss sees a burgeoning of off-campus housing needs. The college, he feels, should create some kind of multi-faceted

(Continued on Page 3)



Aerial view of NSC



Mr. Wilbur Roberts of the EEO program.

"About Time" Program Ends Second Summer

(Continued from Page 1)

scheduling, and to give an academic preview of what to expect this fall.

In the summation, Mr. Roberts reported, "Last year's program proved to be too permissive. The program was set-up too fast. As a result, a tutoring program during the regular semester had to be established." This year, however, he believes that the second group will derive better benefits than was offered in the initial program. This year, Mr. Roberts continued, "the entire project was more academically structured. The experience is still a new situation to them but they are adjusting quite well."

Finally, Mr. Roberts pointed out that "the program is not solely for the black students. Anyone not able to make it under the traditional requirements is able to have a second look. It is given to these people."

"The E.E.O. program itself is great," Kathleen Turpin, a sophomore in the program says of the Exceptional Educational Opportunity Program. Although Kathy expresses such high says of the Exceptional Educational Opportunity Program. Although Kathy expresses such high calls "the apathy of the students and the faculty. They just don't understand us." But another

participant in the program, Eleanor Johnson, also a member of the 61 class of '72, added,

"There is even a communications gap between the incoming freshmen and the sophomores. There should be group discussions between the two classes so we can tell them how college life really is. They believe the world now is just for them." Kathleen discussed the life really is. They believe the world now is just for them." Kathleen discussed the scores, Kathy believes she would not have been able to enter NSC under the regular admission policy. Kathy attributes the majority of blacks' low scores to the fact that "the urban schools are not up to the suburban schools. We may have had low College Board scores but that doesn't necessarily mean we have low scholastic ability; some of us have made the Dean's List."

Eleanor praised the program by explaining, "My high school guidance counselor wanted to send me to a college out west because of my College Board scores but the E.E.O. program enabled me to come to N.S.C."

Both Miss Johnson and Miss Turpin also emphasized that the project "is not just for blacks. It includes whites and Puerto Ricans."

Zoll Presents Paper At International Congress

Dr. Edward J. Zoll, a professor of mathematics at Newark State College will present a paper at the First International Congress on Mathematics Education ("Commission Internationale De L'Enseignement Mathematique") to be held in Lyons, France.

The conference, being held at the Universite de Lyons, will run from August 25th through August 30th, and will be attended by the leading mathematicians in the world. The treatise that Dr. Zoll will present to the conference is entitled "Networks, Maps and Betti Numbers: An Eight Year Old's Thinking". The paper was selected for presentation to the conference by a committee of mathematicians at the Universite de Lyons.

Assisted by Dr. Francine Abeles, also a member of the Mathematics department at the college, Dr. Zoll's research was conducted at the Campus School at Newark State. Certain topics in

the area of topology that did not appear in the curriculum were introduced to a group of eight year old students. The result of the research, according to Dr. Zoll was that "an eight year old, working with unfamiliar material, was able to correct his errors by learning a mathematical concept and applying formulas".

The paper will be presented in three languages, French, English and Russian. Some of the leading contingents in the conference will come from Belgium, Germany, the Soviet Union, and Great Britain. The proceedings of the conference will similarly be published in three languages.

Dr. Zoll is a graduate of St. John's University and holds graduate degrees from New York University. In addition to being professor of mathematics at the college, he has served as department chairman and is the golf coach at Newark State.

Trustees Fill Interim Posts Polglaze Appointed V. P.

Dr. Robert J. Polglaze, former assistant dean at Newark State, has been named acting vice-president of the college, according to recently appointed acting president, Dr. Nathan Weiss, Dr. Polglaze's appointment, effective July 1, was approved by the Newark State College Board of Trustees at its last public meeting July 24.

Three other members of the Newark State faculty were also appointed to interim administrative posts. They are Mr. Robert J. Fridlington, assistant professor of history, appointed aide to the president; Mr. Frederick R. Marder, assistant

professor of education, aide to the vice-president, and Dr. Richard Nichols, former assistant to the president, acting dean of education. The appointment of Mr. Fridlington and Mr. Marder were effective July 1. Dr. Nichols' appointment will be effective September 1.

Dr. Weiss said that the new administrators will play active roles in a new "team approach" to administration that will involve a consistent use of a task force for planning and problem solving. The membership of the task force will vary to include administrators and faculty directly involved with the task at hand.

Although two vice-presidents, one for academic affairs and one for administrative affairs, are expected to be named when a permanent president is officially appointed, Dr. Polglaze is now working in both areas.

Dr. Polglaze's office has absorbed the obligations of former dean of the college Dr. Alton D. O'Brien, who has been named distinguished service professor. Dr. O'Brien will teach graduate courses and serve the college administration as a consultant.

Dr. Polglaze joined the Newark State faculty in 1964 as a full professor of administration and supervision with the college's Department of Education. In 1967 he was named assistant dean and served as acting dean during the sabbatical leave of Dr. O'Brien in the spring of 1968.

Before coming to Newark State Dr. Polglaze was assistant superintendent of the Woodbridge public schools. He also served as a member of the co-adjutant faculties of Rutgers, Yeshiva, New York and Lehigh Universities and Montclair State College.

Dr. Polglaze holds a B.A. in history and an M.A. in administration, both from

(Continued on Page 6)



Things are "looking up"

Student Ratio Improves

The male/female ratio of the class of 1973 is 1:3, as indicated by statistics offered by the College Admissions Office.

One thousand, one hundred and four students comprise this year's Freshman class, according to Spencer R. Kopecky, Assistant Director of Admissions. 106 of these students matriculated under the Exceptional Educational

Opportunity Program, the Admissions Officer said.

Mr. Kopecky explained that incoming Freshmen were asked to specify their tentative areas of scholastic interest during the admittance process. Final confirmation of their various majors will take place before the beginning of their Junior year. This procedure is a new one, since previous classes began their college careers already registered in their major courses of study.

Of the 289 men and the 815 women admitted to the college, 348 students have chosen Elementary Education as their tentative "curriculum option." The Liberal Arts option received the second greatest saturation of students with 235 freshmen tentatively enrolled.

102 freshmen have tentatively chosen concentrations in Social Studies, 81 have chosen Early Childhood Education, 64 selected tentative concentrations in Special Education and 63 freshmen have chosen Art Education.

59 freshmen have indicated interest in the English curriculum; 38 in Math; 35 in Physical Education; 31 in Industrial Arts; 24 in concentrations in Science; 15 in Music; and 9 in Library Science.

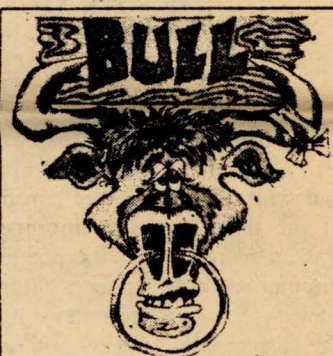
The Exceptional Educational Opportunity Program reflects the trend of the general Freshman Class, with 38 E.E.O. students having indicated interest in Elementary Education and 21 having indicated Liberal Arts concentrations as their curriculum options.

Vietnam Moratorium Planned

A group of Newark State College Students are in the process of drawing up plans for this college's participation in a national moratorium on the war in Viet Nam to be held on October 15, 1969.

Working on the assumption that most people would like to see an honorable end to the war, students across the country are going to carry on various activities at their colleges. Spokesmen at NSC feel that the most significant contribution they can make to the organization is a memorial service for those Americans living in the area who gave their lives for this country.

In addition, workshops relating to the war and economic and political implications will be conducted by Newark State faculty. Students interested in participating in the plans of activities should leave their names in the Independent office.



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Rationale of Parking Construction Explained

(Continued from Page 1)

Newark State has risen by 400 this year and will rise by an expected 400 extra next year.

2. Inability of emergency equipment to get to Willis Hall. This became quite apparent could not make the narrow turn at the approach to Willis Hall.

3. Improvement of the parking areas as one of the first steps outlined in the newly developed physical master plan of the college.

Complications arose, however, as soon as the college began dealing with the parking area reconstruction. First of all, all state college financial

appropriations must be processed in Trenton. However, the state took its time in the appropriation of Newark State's reconstruction money.

Secondly, explained Dr. Weiss, was a problem with the actual bidding for the construction work.

Under state law, the college was to have examined bids of at least three construction firms. However, the president stated that only one company offered Newark State a bid.

The college took the offer although the bidding firm was unsure of meeting the summer deadline, due to its own backlog of work. Heavy rains during much of July delayed the work further.

Reconstruction will result in more adequate traffic routes upon entering and leaving the college grounds. It is hoped that it will especially benefit the heavy traffic on the main college entrance near Town and Campus Restaurant. Rerouting of traffic on campus grounds will also be put into effect.

Traffic engineers have re-aligned the parking spaces to angular orientation. Also before reconstruction ends, the "islands" in the parking grounds will be removed. In some, over 120 more parking spaces will be created by these two procedures. Specific entrances and exits to the college will be created with one-way signs.

by Gerard Farber
Reprinted from the Daily Bruin Spectra, Tuesday April 4, 1967. Gerard Farber is an Associate Professor of English at Cal State

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there, we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State L.A., where I teach, the students have separate and unequal dining facilities. If I take them to the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a nigger lover. In at least one building, there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law against student-faculty love-making. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

Students at Cal State are

politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections — their average age is about 26 — but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir," or "Doctor," or "Professor" — and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, they set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says, "jump", students jump. I know of one professor who refused to take up

class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out — each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into stupor and then screams at them when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day, another teacher began by informing his class that he does not like beards, moustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public schools for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry

(Continued on Page 6)

Nathan Weiss Chosen Interim President

(Continued from Page 1)

reference listing of off-campus housing.

The acting president also cites the significance of the new master plan of the college. This plan, drawn up by the All-College Institutional Planning Board, establishes long-range plans for the future of Newark State, including a number of new buildings, future sizes of campus population, and the academic orientation.

Although the college is now behind schedule in its master plan, Dr. Weiss and his administration are working hard to reach its goal. Dr. Weiss emphasized that the

college must be planning for the future and the long range goals of "5, 10, 50, 75 and 100 years" from now.

Freshmen Orientation

(Continued from Page 1)

part in a morning testing program.

Afternoon entertainment for all students will feature a picnic with live entertainment and a return performance of the New York Company of the Pageant Players, an avant-garde street theater group.

President Dismissal

The vice-president of Trenton State College is among the majority of faculty members and administrators who have petitioned the college's Board of Trustees for the dismissal of the newly inaugurated president, Dr. Robert Heussler.

Charges in the petition have not been made public, however, they are known to be very general and appear to stem from personality and educational philosophy conflicts.

As a result of signing a petition submitted to the Trustees in June, Vice President James Forcina and Dr. Wade C. Curry, former dean of faculty were demoted by Heussler to the rank of professor. In publically demoting his subordinates, Heussler stated that his move was, "because of their central positions in the administrations and the depth of their feelings as expressed in the petition." He further stated, "The necessity of taking this step is a source of profound regret to me and it is my earnest hope that the crisis will require no further reassignments."

Taking this last statement as a direct threat to them, over two-thirds of the faculty signed a second petition to oust Heussler and submitted it to the Trustees last month.

Forcina called the move, "a culmination of a long series of problems that the college faced this year due to the kind of leadership we've had."

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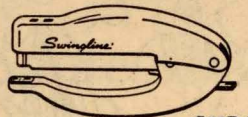
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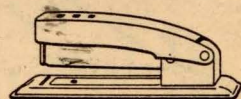
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INDEPENDENT

"Truth cannot be forced but must be allowed to plead for itself."

Sound And Fury

A Year For Reason!

A new academic year always brings new students with new thoughts and ideas. The Independent commends and welcomes these innovations as a necessity to the successful future of higher education in America. This year should prove to be a particularly interesting one for faculty, administration and students alike, due to the radical but constructive changes and faculty positions, for example the selection of Dr. Nathan Weiss as Acting President of the college.

In past years Newark State College has enjoyed the security of non-violence as a problem solving technique. Unfortunately other universities throughout the nation have displayed a panorama of harassment and chaos as manifested by riot and rebellion. Increased restlessness, apathy and racial polarity have prodded the Independent into the realization that Newark State is no longer divorced from the vortex of cynicism and the hatred perpetuated on Today's campuses. The eminent college scene should function as a conclusive precursor to Newark State students.

The Independent has carefully considered the psychological, sociological, and anthropological aspects of unrest and violence. The causes of violence are

many-fold but the Independent cannot with any degree of social conscience justify its occurrence.

Utilizing non violent means to bring about social change in American life is being shunned at an ever increasing rate. Many individuals, although certainly not a majority, are promulgating revolution and violence as a means of social change. This is an odious portent! Those who espouse violence as a viable political tool wantonly overlook three things:

(1) The means don't justify the ends. It is wrong to use violence, which is anti-humanistic in order to achieve humanistic ends. To lead people to their destruction for a nebulous goal is absurd.

(2) Speaking pragmatically, if students use violence as a tactic, the tremendous physical capabilities of those whom we oppose would destroy us quite efficaciously.

(3) To use violence against someone is to abrogate his right to life, liberty and the pursuit of happiness.

The Independent feels it necessary to make a positive commitment to nonviolence despite the harsh rhetoric of that vociferous minority who might ponder and irreparably destroy any relevance that Newark State may represent.

Communicate, Doing Better? Understand

To the Editor:

When Cool Hand Luke remarked, "What we have here is a failure to communicate," he seemed to sum up the sentiment of much of contemporary society. Although the comment in the movie was a parody of counter-culture rhetoric, there can be no doubt, I think, that we have erected barriers to the flow of ideas, attitudes and information.

Within our college community effective communications are imperative, more so today than ever before. This coming year will witness many changes, the greatest changes, perhaps, in the college's history. Institutional growing pains are inevitable; and we will all feel their effect. When problems arise, we must know about them, and we must face the monster head on.

In an effort to improve communications — and understanding — I am establishing a number of listening posts, which will enable students to express their views fully and directly — to me, to faculty, and to administrators. In a later issue of the Independent I will announce the dates of a series of coffee hours, when students will be able to meet with the leaders of all campus organizations for the purpose of discussing problems of mutual concern. And, finally, I intend to continue student representation in the President's Advisory Council.

In short, I would hope that the lines of communication can be expanded and kept open. Problems are amenable to reason, and few do not permit at least partial solution.

NATHAN WEISS
Acting President

For the past few years Newark State students have been forced to go for more than half a year without a student directory. Last year's student government made provisions for an early publication date for the 69-70 directory and it looked as if a full year with a directory was finally going to be a reality. However...

On August 6, I received a questionnaire from Student Council's Ben Wasserman, Dean Samenfeld, and Mrs. Walko asking for the information I wished published in the directory plus some other information for the student personnel office. If I did not return this questionnaire by August 7, the letter said, my name would not appear in the directory. Mind you, the letter was dated early July, postmarked August 5, and did not arrive at my home until the next day. Obviously, even mailing it back the same day as I did, would not get it to the college by the deadline.

Assuming the letter's threat to be law, whose fault is it if my name (and the names of the other students who received the questionnaire late) is not included in the directory? Mine? The U.S. Post Office? The Directory Committee?

It is admirable that those who are in charge of the directory's publication are concerned with its early appearance. But now it seems that we are being offered the choice of a complete but late directory, or an incomplete but early one.

KATHY RENAUD '71

Don't miss

"The Rotary Connection"

Here Today — at Picnic
On College Green

INDEPENDENT

The opinions expressed in signed columns of this newspaper do not necessarily reflect the opinions of the editors. Nor is anything printed in this paper, unless directly noted as such, to be taken as official policy or opinion of the college.

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Marian Brown

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USSPA Editors Sojourn To Colorado

by BETTY STEIN

"While the liberals are talking about social action, the radicals are doing something about it." So explained United States Student Press Association (USSPA) executive director 1968-1969, Robert Johnson at the 8th national USSPA congress at the University of Colorado.

350 editors from 125 colleges attended seminars on political issues as well as the usual seminars on news-coverage and page layout at the August congress.

While few conservative ideas were evident at the congress, liberal and radical viewpoints clashed often. Liberals, the majority of the college editors, condemned many aspects of American society, but considered that correction is possible. However, the radicals (some of the editors and many of the speakers and panelists) held a paucity of faith in reform and instead look to eventual revolution as the only solution to society's ailments.

One group of radicals were from the Center for Educational Change, Berkeley, (CEC). CEC believes that there is no such thing as teaching; one must learn through personal experience, by relating to the real world. CEC feels that there cannot be a good university in a bad society; therefore, a revolution to change the entire system is necessary before one can change the university, into whose values society is immersed.

One CEC radical who also participated in the People's Park

demonstrations at Berkley complained that liberals "do nothing but moan" at the Vietnam "mistake" and at poverty in America and say that they must be eliminated. However, this radical maintained

contraceptive devices in public. He was arrested and the courts found the laws unconstitutional, and him, innocent. The laws were changed by the State legislature and Baird became an adviser to an assemblyman. Yet, in

fascist pig cops)". Only then he held, can one give "all power to the people."

Big Man also assailed Nixon verbally; he condemned "tricky Dick's overt conspiracy "to destroy the Black Panther Party. He cited that even food for the Panther's Breakfast for Children Program (serving over 15,000 each day) is a "main target for destruction."

Big Man stated that the circulation of the **Black Panther** newspaper varies from 50,000 to 100,000 copies, according to "how many get destroyed by the fascist pigs" before it reaches its readership. Queried on how many members his Party numbers, Big Man declared, "Those who know don't say and those who say don't know." However, Big Man did state that the Panther's membership has been expanding rapidly due to its increased emphasis on community control rather than on just "power by force."

While Big Man explained how the Panthers were shifting emphases to increase their popular support, Mark Rudd, spokesman for the Student for a Democratic Society (SDS) insisted that his group will not modify its views. Such radical groups as the SDS must stand alone — "far on the left", so that society has a place to turn to when it is finally disillusioned with other political views. Therefore, SDS supports its idea of anti-war demonstrations, the methods of the Moratorium are "too liberal" for SDS. SDS must not compromise its ideas on anything, he added.

Revolution

Rudd espoused that a violent revolution is the only means to free society from the "chains of imperialism". The "elite" will never give up their power without a might struggle, he stated.

Unlike most of the radicals at the U.S.S.P.A. Congress, Rudd espoused his view of revolution clearly and consisely; others seemed to believe that a vast

quantity of rhetoric will eventually draw attention of any audience. At a press conference and then in a two hour informal discussion with some 25 editors, Rudd maintained that many of the editors at the congress were not "turned on" by the revolution for selfish reasons. He insisted that many a middle class collegiate does not support revolution solely because his



From the top of the Rockies, USSPA editors contemplate the week's events.

that these ills of society can only be terminated by eliminating the system itself.

However, William Baird a "birth control crusader" expects to eliminate one of society's ills (overpopulation) through established, rather than radical methods. William Baird wishes to change the establishment, sic by testing the constitutionality of abortion and birth control laws in court. "The law does not belong in any woman's bedroom, married or not", asserted Baird.

In New Jersey Bill Baird violated a state law by exhibiting

Massachusetts, Baird was found guilty for violating that state's "crimes against chastity" law, and given a felon sentence (up to ten years of imprisonment.)

And so the week went on. . . liberals vs radicals, radicals vs. liberals.

Black Debate

In contrast, Big Man maintained that the Black liberation can only be accomplished by overthrowing "the three levels of oppression (the avaricious businessmen, the demagogic politicians, and the



Harry Nussdorf, newly elected chairman of USSPA's National Editorial Board.

present comfortable life style would be endangered.

While he stated that the Revolution will be "long and hard", he asserted that "somethings are worth fighting for" and "who will live forever, anyway"? Rudd admitted no one can foresee the outcome of such a revolution, but he emphasized tha society cannot be "any worse than the present!"

Indocrination

The editors were also indocrinated with underground movie such as "The Poor Pay More," and Huey Newton's Birthday Party." These were contrasted with the "absurdity"

(Continued on Page 7)



"I chose N.J. Bell because it seemed like a good place to work and get ahead. I was right."

Lewis Speed

Business Representative, New Jersey Bell Telephone Company

Lewis Speed joined New Jersey Bell in 1965. He started as a coin box collector. The job wasn't easy, but he's the kind of guy who works hard. He knows it pays off. That's probably why he's completed three years of college and is still taking courses to finish up.

You may have read about Lewis Speed. He won the Bell System's Vail Medal for risking his life trying to save someone else. He's that kind of guy, too.

Lewis Speed was promoted after eighteen months. Now he's a Business Representative in the Newark area. In his new job he deals with the public, helping them with telephone service matters. He also visits local schools and teaches children how to use the telephone.

Lewis Speed enjoys his work.

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The Student As Nigger

(Continued from Page 3)

and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, . . .) can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and carress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age, we all learn to accept "two truths" as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place, or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been ever since.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through now and then. Others — including most of the "good students" — have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They're pathetically eager to be pushed around. They're like those old, grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State LA are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and play the game. If their egos are strong enough, they cheat alot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values and that their anger is all turned inward. At Cal State, these are the kids for whom every low grade is

torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called on in class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there were really was a Last Judgment, the parents and teachers who created these wrecks would burn in hell.

So students are niggers. It's time to find out why; and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are afraid to make more than a token effort to improve on their pitiful economic status. In California state colleges, the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still don't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch-phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now of course there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and other external trappings of authority.

At any rate, teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say — or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim

(Continued on Page 7)

23rd N.S.A. Conference A Democracy's Life, Death, Re-Direction

Part One

By Dave Lichtenstein

The first thing I noticed upon arrival in El Paso, Texas, is that it must have come straight out of the Reader's Digest. The second thing I noticed was that the Press, especially nationwide press coverage could distort what happened in El Paso as well as its daily distorted news coverage on everything from Viet Nam to Presidential Politics.

AP, UP and various other communications media continually flashed off warnings of violence, unrest, and student riots. William Buckley, who wasn't even at the conference, learned from an 'informer' that

NSA had 'sold out' to Black Militant demands for reparations up to \$50,000. Bullshit.

What I witnessed at El Paso, as a participating delegate, was the life, death and re-direction of a democracy. No, a panea for student unrest and social ills was not offered for instant correction but I chose to look upon the matter a bit more optimistically than some people.

True, the NSA delegation did vote to support a resolution which would help the Black students kick off a self-determination policy program, but as far as conceding to Black Militant demands as Mr.

Buckley would have it, again Bullshit.

Aside from the Racism question, which was perhaps most dominant at the Conference, workshops were also conducted in **Drug Studies, War As A Way Of Life, Student Power, and Legal Rights.**

Second in impact only to Racism workshops was the very impressive and beneficial **Legal Rights** workshop. If the NSA Conference is to be any indication of what we can expect of the movement this year, a change in tactics would seem apparent.

Rather than demonstrations, which might tend to become and cause a harmful reaction at this point, lawsuits against incriminating schools may become popular as the school year progresses.

The Conference Kicks Off

The Newark State delegation of Bill Loehning, Kevin Alton, Regina DuVulier, Paul Matos, Pete Zanas, and myself, arrived in El Paso on August 16 for the pre-conference, Student Body Presidents and NSA Co-ordinator's workshops, of which both Bill Loehning and I attended.

Many delegates considered these pre-conference meetings as the most constructive of the duration. Workshops were held on Confrontation Politics, Campus and Community Organizing, and Drugs on Campus.

As the Convention kicked off, so did tensions. The NSA body voted to support a Mexican-American resolution to refuse Taxes until the Town of El Paso repaired the South El Paso. The Mayor completely avoided the issue, and didn't make the students pay taxes if they didn't want to.

(Part Two and Complete Coverage of the NSA Convention will be featured in the next issue of the INDEPENDENT)

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Trustees Appointed

(Continued from Page 2)

Montclair State College, and an Ed. D. degree in guidance and personnel administration from Rutgers. His doctoral thesis concerned the guidance of intellectually gifted secondary school students.

Dr. Nichols will head the college's newly-formed Education Division, which will include departments of elementary education, secondary education, early childhood education, special education, library science, industrial education, health and physical education, student teaching and the graduate faculty of the Education Division.

Dr. Nichols has served as assistant to the president of the college since 1967. He joined the Newark State faculty as an associate professor in the college's Department of Education in 1965.

He holds B.S., M.A. and Ed.D. degrees in elementary education

from Ball State University, Muncie, Indiana, where he was a doctoral teaching fellow. He has been a sixth grade public school teacher in Elkhart, Indiana, and a Fulbright exchange teacher in New Zealand.

Mr. Fridlington was a member of the History Department faculty since 1963 prior to his current appointment. He has taught history at Drake University, Des Moines, Iowa, and at Rutgers University. He holds B.A. and M.A. degrees in history from Drake.

Mr. Marder was previously assistant director of the Division of Field Services, Iowa, and at Rutgers University. He holds B.A. and M.A. degrees in history from Drake. been program supervisor in the Livingston Department of Recreation and Parks. Mr. Marder holds B. S. and M. S. degrees in recreation education from Pennsylvania State University.



The Student As Nigger

(Continued from Page 6)

— any time you choose — you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes, and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear — fear of the students themselves. After all, students are different just like black people. You stand exposed in front of them, knowing that their interests, their values, and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of 3 persons. What can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt your authority. You wither wisperers with a murderous glance. You crush objectors with erudition and heavy irony. And worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance — and parade a slender learning.

USSPA

(Continued from Page 5)

of 1950 Defense Department film on Communism. These films typified the Communists as ugly, fetid creatures; a few shots of their hairy fists make one envision them as gorillas, pugnacious and with low intelligence.

You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than psychological terms. Work them out, it's not hard. But in the meantime, what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing, damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier word, you can only program them.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the field. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake, though. Cropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the Sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance on IBM cards. They could make coloring books out of the catalogues and they could put thegrading system in a museum. They could raze one set of walls after another and let life come blowing into the classroom. They could raze another set of walls and let education come blowing out and flood the streets. They could turn the classroom into where it's at — a "field of action" as Peter Marin describes it. And believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons — their own reasons.

They could. But only in a very few places, like Berkeley, have they even begun to think about using it.

What? by Ed Naha

The Party

In days of old when diseased misfits were grouped together in a small area, it was known as a leper colony. In today's modern world it is known as a social gathering, or a party.

For the most part, parties bring out the worst in everyone involved, which can be amusing or disgusting depending on your sense of humor. One party I attended recently was unusually gross. As my companions and I noticed that on the floor before us were the forms of a half-dozen or more drunken females making gurgling noise like "Where's our men." I could tell then that before the night was over I'd be wishing I was in the leper colony.

The party itself began to resemble Nagasaki, complete with bodies strewn as far as the eye could see (due to potent mixtures of different herb). Soon, there was a knock at the door, and in a twinkling of an eye, six nimble-footed, leather jacketed Neanderthals pranced into the room with cardboard milk containers filled with cheap wine! After sipping the nectar of the gods for a while, King-Kong and friends dragged a few girls upstairs with all the finesse and charm of Atilla the Hun.

I sat and watched the extravaganza from a distance. Presently, my eye caught sight of a figure outside the front door, ringing the door-bell with a passion: "Martha" he screamed. "God! It's Harry", said an unknown face, "He took me to the prom and now he thinks he owns me!"

Harry remained outside screaming for a glimpse of the teenaged thrill "Maarthaaa"

"She's not here!" One girl hollered.

"Maarthaaa."

"He's not leaving, Martha."

"Did you tell him I'm not here?"

"It won't work."

"Maaaaarrthaaaaagh!"

"What was that?"

"Harry"

"What's he doing now? Is he leaving?"

"No, he's sitting down on the front steps. . . and he's crying."

"Oh, God"

"I can't see him now."

"Maybe he left."

In the midst of this dramatic episode, a beautiful young thing with the breath of a brewery gracefully limbered towards me. "Hiya honey", whe giggled, struggling to stand.

"Hello" I ad-libbed.

"Yooooor cute !! she giggled.

"Thank-you" I quipped. "I like yooor beard" she breathed. (by this time all plant life in the room was suffocating under a shroud composed of her 100 proof breath).

I gazed into her ruby red eyes and delivered another great one liner—"I like it".

Obviously, deeply impressed by my sardonic wit, the young fawn collapsed on the floor in front of "You wanna go upstairs, and?"

"No thank you. . .its Lent." I replied, thinking of our beloved Pope. Actually it wasn't Lent, but apparently the little darling at my feet was an atheist and didn't see through my ruse.

At this point I decided to leave, and so, collecting my friends, we stepped into the cool night air leaving behind unpleasant memories and unpleasant odors. As I walked towards the car I passed a bush that apparently was crying.

"Chin up sport." I whispered to the sobbing shrub.

"Martha"? it whispered.

Seventeen Named Dept. Chairmen

Seventeen department chairmen have been named for the 1969-1970 academic year, according to Dr. Nathan Weiss, Acting President.

They include: Dr. Frederick Arnold, a member of the science department since 1956, as chairman of the new biology department.

Harry W. Foskey, a member of the faculty since 1959, chairman of the elementary education department.

Dr. Fred Schwartz, professor in charge of graduate art program at Michigan State University, as chairman of the fine arts department.

Dr. Kenneth R. Benson, a faculty member since 1959, chairman of the health and physical education department.

Dr. Irving Luscombe, a faculty member since 1951, chairman of the history department.

Mrs. Eleanor Schwartz, a faculty member since 1967, chairman of the library science department.

Dr. Cayeto Soccaros, lecturer in modern languages at Upsala College, as chairman of the modern language department.

Dr. Fedor Kabalin, conductor

and composer, as chairman of the music department.

Dr. George Burt, faculty member since 1961, chairman of the philosophy department.

Dr. Ralph E. Cullman, a member of the faculty since 1963, chairman of the new physical science department.

Dr. Robert Roth, a member of the faculty since 1965, chairman of the new psychology department.

Dr. Phyllis Kavett, a member of the mathematics department since 1962, as chairman of the department of secondary education.

Dr. Joan Levine, a member of the mathematics department since 1963, as chairman of the mathematics department.

Reappointed were Mrs. Edna D. Salt, as chairman of the early childhood department; Dr. Matthew Dolkey as chairman of the English department; and Dr. Vance B. Snyder, chairman of industrial education.

Also, Dr. John C. Hutchinson Jr., chairman of the department of social sciences, and Dr. Edward LaCrosse, chairman of the special education department.

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Athletic Dept. Expanded

First Director Hired

by Rick Watson

This year brings a complete overhaul of the athletic department at Newark State from the hiring of an Athletic Director, for the first time, down to four new coaches and an intramural director. All this change was caused by the expansion of the athletic program and the departure of two faculty members leaving to continue their education.

For the first time, Newark State has an Athletic Director. Mr. Hawley Waterman is the new man and he has big plans for the future of Newark State. He received his B.A. and M.A. in Health and Physical Education at Springfield College in Springfield, Massachusetts after a hitch in the U.S. Marine Corps where he played football. After graduation from Springfield, he put his Marine experience to use in several private high schools where he served as the head coach. His last position before NSC was at The Hun School in Princeton where he served as Athletic Director and coach of the football team. All this football experience leads to one thing — a football team, which Mr. Waterman claims will be at Newark State next fall as soon as financial matters are cleared up. In the spring he intends to have a spring practice, probably after final exams in May, and then in the fall, games against football clubs from other nearby colleges. As Athletic Director he would like to see sports on the intercollegiate level expand, he has hopes of perhaps bringing lacrosse and other sports to Newark State.

Another change this year is that Dr. Joseph Errington will no longer be head soccer coach. This is due to the fact that his technical proficiencies are in greater demand in the field of education for several new courses. Filling the gap proved to be a problem. Many applicants were questioned; one even accepted but later withdrew because of a better offer elsewhere.

The all college committee on athletics has the problem of getting recommendations for per capita allotment for the financing of certain aspects of athletics here at Newark State. At the present time, all coaching assignments are being financed by the state, with the exception of soccer. However, it is expected that next year the

coaching job will also be subsidized on a reduced load basis by a member of the Department of Health and Physical Education.

As it stands now, Mr. Pat Impolito, assistant coach for the past two years, is being considered by the College Committee on Athletics. Mr. Impolito earned his B.A. at Newark State and an M.A. in behavioral sciences from NSC. While at NSC he played three years of soccer, then started a soccer team at Parsippany-Troy Hills, and then in 1965 came to NSC's Division of Field Services.

In the next issue, the biographies of four other new coaches will be developed. Those new coaches are Mr. Chesky for basketball, Mr. Boker for baseball, Mr. Cullen for golf and Mr. Anzel who is in charge of intramural programs this year.



Last year's soccer team in action

Soccer Outlook '69

Drastic Team Changes To Be Seen In Soccer

by Rick Watson

This is definitely a year of change. In addition to changes in the athletic department there are also drastic changes in the make-up of the soccer team. Dr. Errington, coach for the past six years, had to give up his soccer position due to demands elsewhere in the department. In his place, tentatively, is Mr. Pat Impolito, Doc's assistant and a member of Doc's first team here. These two men last year greatly aided the players to compile the first winning record in soccer, a record of 9-5-2.

Another big loss concerns five graduated seniors who during their four years at Newark State were all, at one time or another, selected for All Conference honors. These five men undoubtedly were the main reason for the winning season. Mr. Impolito has said he expects this

year to be a rebuilding year; a year in which the remaining players help the new to gain success in the conference. He also believes we have an excellent chance to do well in conference standings this year because the other state colleges have also lost many players.

Newark State's hopes for success depends greatly on the performance of last year's iron man goalie Clem "Claw" Restine and the other captain Bob Ebner at halfback and fullback. Also at fullback are senior Bob Liddle and sophomore Ken Graf two past talented players. Fred Szeles, Jerry MacLaughlin and Hank Ruthowski will be at halfback and Dave Colpitts, Rick Watson, Ivo Lekic, and Brain Kosteck are on the line. There of course will be more players from the freshmen class and the current student body but these men were the mainstay of last year's team.



Squire goalie and captain Clem Restine making a devine save.

Soccer Practice

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Anyone interested in
playing soccer must have
a medical exam first. See
Mr. Waterman for
information.

Soccer Schedule

1969

| OCTOBER | | | |
|----------|------------------------|-----------------|---|
| 1 | Paterson State College | 3:00 | H |
| 3 | Upsala | 3:00 | H |
| 9 | Rutgers — S.J. | 3:30 | H |
| 11 | Glassboro S.C. | 11:00 | A |
| 14 | Monmouth | 3:00 | A |
| 16 | Southampton | 3:00 | H |
| 18 | Bloomfield | 1:00 | A |
| 22 | Montclair S.C. | 3:00 | A |
| 28 | Marist | 3:00 | H |
| 30 | Drew | 3:00 | H |
| NOVEMBER | | | |
| 1 | Jersey City S.C. | 11:00 | H |
| 15 | Sacred Heart | 1:00 | A |
| * | Trenton State | To be Scheduled | H |

Director of Athletics — Mr. Hawley Waterman 289-4500 Ext. 265